

BLACKSBURG ELEMENTARY

402 Hardin Street
Blacksburg, South Carolina 29702

GRADES PK-4 Elementary School

ENROLLMENT 691 Students

PRINCIPAL Amanda L. Burnette 864-839-2363

SUPERINTENDENT Dr. William B. James 864-902-3500

BOARD CHAIR Mr. Jerry McDaniel 864-839-6723

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	49	45	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

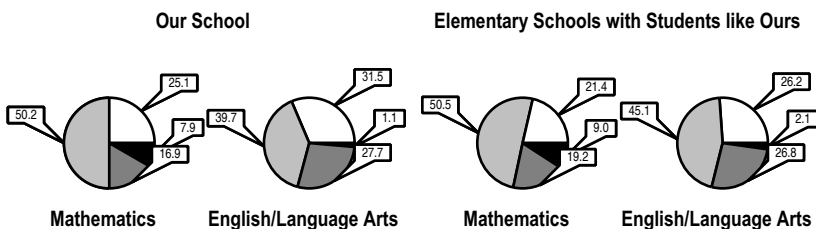
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	127	78
Percent satisfied with learning environment	95.2%	85.7%	84.2%
Percent satisfied with social and physical environment	95.2%	87.1%	70.1%
Percent satisfied with home-school relations	93.0%	89.0%	91.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	278	100.0	31.5	39.7	27.7	1.1	28.8	17.6
Gender								
Male	141	100.0	42.5	35.1	21.6	0.7	22.4	17.6
Female	137	100.0	20.3	44.4	33.8	1.5	35.3	17.6
Racial/Ethnic Group								
White	243	100.0	32.2	38.2	28.3	1.3	29.6	17.6
African-American	33	100.0	28.1	50.0	21.9	N/A	21.9	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	255	100.0	28.9	41.1	28.9	1.2	30.1	17.6
Disabled	23	100.0	61.9	23.8	14.3	N/A	14.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	278	100.0	31.5	39.7	27.7	1.1	28.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	278	100.0	31.5	39.7	27.7	1.1	28.8	17.6
Socio-Economic Status								
Subsidized meals	178	100.0	40.6	40.6	18.8	N/A	18.8	17.6
Full-pay meals	100	100.0	16.7	38.2	42.2	2.9	45.1	17.6

Mathematics								
All students	278	100.0	25.1	50.2	16.9	7.9	24.7	15.5
Gender								
Male	141	100.0	29.1	46.3	13.4	11.2	24.6	15.5
Female	137	100.0	21.1	54.1	20.3	4.5	24.8	15.5
Racial/Ethnic Group								
White	243	100.0	24.0	50.2	18.0	7.7	25.8	15.5
African-American	33	100.0	34.4	50.0	9.4	6.3	15.6	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	255	100.0	24.0	50.8	17.5	7.7	25.2	15.5
Disabled	23	100.0	38.1	42.9	9.5	9.5	19.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	278	100.0	25.1	50.2	16.9	7.9	24.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	278	100.0	25.1	50.2	16.9	7.9	24.7	15.5
Socio-Economic Status								
Subsidized meals	178	100.0	31.5	49.7	13.9	4.8	18.8	15.5
Full-pay meals	100	100.0	14.7	51.0	21.6	12.7	34.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	130	N/A	30.0	40.0	29.2	0.8	30.0
	Grade 4	135	N/A	32.6	49.6	15.6	2.2	17.8
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	140	100.0	28.1	34.8	34.8	2.2	37.0
	Grade 4	138	100.0	34.8	44.7	20.5	N/A	20.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	130	N/A	26.2	46.9	21.5	5.4	26.9
	Grade 4	135	N/A	21.5	41.5	20.7	16.3	37.0
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	140	100.0	23.0	51.9	15.6	9.6	25.2
	Grade 4	138	100.0	27.3	48.5	18.2	6.1	24.2
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 691)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.1%	Down from 2.2%	2.7%	2.4%
Attendance rate	95.7%	Down from 96.1%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.0%	Down from 12.8%	12.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	1.8%	Down from 3.4%	8.5%	8.0%
Older than usual for grade	0.1%	N/A	1.1%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	37.8%	Down from 48.8%	46.7%	50.0%
Continuing contract teachers	68.9%	Down from 76.7%	86.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	84.8%	Up from 81.4%	87.3%	86.2%
Teacher attendance rate	94.2%	Down from 95.9%	95.2%	95.3%
Average teacher salary	\$37,955	Down 1.5%	\$39,322	\$39,909
Prof. development days/teacher	10.5 days	Up from 9.5 days	11.6 days	11.4 days

School				
Principal's years at school	1.0	Up from 0.5	3.0	4.0
Student-teacher ratio	20.1 to 1	Up from 20.0 to 1	18.6 to 1	18.9 to 1
Prime instructional time	88.4%	Down from 90.8%	89.3%	89.7%
Dollars spent per pupil*	\$4,899	Up 3.6%	\$5,718	\$5,892
Percent spent on teacher salaries*	66.7%	Up from 65.8%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002-2003 school year, the faculty, staff, and students at Blacksburg Elementary School grew as a student-centered learning community. Balanced Literacy continued to be the focus in English Language Arts instruction. Connie Prevatte, a nationally renowned literacy consultant, trained teachers in best practices in the teaching of language arts. The addition of a "literacy closet," new for the 2003-2004 school year, will provide reading materials for students on their independent reading levels and bolster classroom instruction. In addition, it will offer a variety of new books on many topics for students' use. In math and science, ongoing training occurred that enabled teachers to use a new "hands-on" approach in teaching these subjects. Many math manipulatives, including geoboards, counters, and other items were purchased and utilized in the classroom. Classes were also provided with instruction in computer technology, and the school will welcome the addition of a mobile computer lab next school year to help build computer proficiency in our students.

The faculty and staff at BES are well qualified and experienced. Three teachers hold National Board Certification, 65% hold degrees at the master's level or higher, and many others are working toward advanced degrees. Faculty and staff participated in a wide range of staff development activities including training in Creative Curriculum for 4 and 5 year old kindergarten, AIMS training for math, computer courses, and work with a language arts consultant. To build home-school relations, parenting classes were held during the year and over the summer, and home visits and conferences were conducted. In an effort to reinforce instruction, we provided Extended Day and Summer School programs based on need for students in grade 1 through 4.

The ground breaking for the new school in our attendance area occurred early in the fall, and everyone is anxiously awaiting the opening of the new facility in the Blacksburg community. We continue to face overcrowding in our current building, and we look forward to the new school opening in the fall of 2004.

With the support of our parents and community, a dedicated faculty and staff, and a progressive school district, Blacksburg Elementary will continue to grow and achieve new heights.

Amanda L. Burnette
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.